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AN EMPIRICAL INVESTIGATION
OF THE ROGERIAN COUNSELLING CONDITIONS
AND LOCUS OF CONTROL

by Daniel Klassen

Thesis submitted to the School
of Graduate Studies of the
University of Ottawa as partial
fulfillment of the requirements
for the degree of Doctor of
Philosophy in Education



Ottawa, Ontario, 1979

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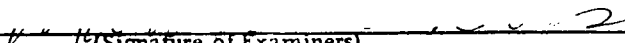
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CURRICULUM STUDIORUM

Daniel Klassen was born July 21, 1940, in Steinbach, Manitoba. He received his Bachelor of Arts degree in Philosophy and English from Waterloo Lutheran University in 1964. He received his Master of Education degree in School Counselling from the University of Ottawa in 1973.

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INTRODUCTION

A growing number of personality theorists postulate that autonomy is the goal of counselling. One of these theorists, Carl Rogers, has described the personality change leading to autonomy.

Rogers states that if certain therapist conditions, namely congruence, unconditional positive regard and empathy, are perceived, then a change leading to autonomy will occur in the client¹.

Studies by Halkides² and Barrett-Lennard³ have focused on the conditions which lead to autonomy. The results of these studies generate some confidence in the notion that when a counselling relationship is characterized by congruence, unconditional positive regard and empathy, there is a high probability that the client has a perception of being in personal control of himself.

1 Carl Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", Journal of Consulting Psychology, Vol. 21, No. 2, 1957, p. 95-103.

2 Galatia Halkides, "An Experimental Study of Four Conditions Necessary for Therapeutic Change", Unpublished Ph.D. Dissertation, University of Chicago, 1958.

3 G. T. Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", Psychological Monographs, Vol. 76, No. 43, 1962, p. 1-36.

There seems to be a need to ask with Rogers: "What happens in the client? What is this process of change, of learning (...) which is set in motion?"⁴ when a relationship characterized by congruence, unconditional positive regard and empathy exists.

One theorist whose description lends itself to the investigation of this personality change is Julian Rotter⁵. He developed a theory in which he postulates that personality change is most usefully described in terms of an individual's expectations. Rotter's internal-external locus of control construct was developed from his personality theory.

To the extent that Rogers' concept of autonomy parallels Rotter's concept of internal control, their respective constructs can be utilized to investigate the change which occurs in clients who perceive their counsellor characterized by congruence, unconditional positive regard and empathy.

The purpose of chapter one is to present the personality theory of Rogers and the locus of control construct of Rotter and to investigate the compatibility of

⁴ Carl R. Rogers, "The Process Equation of Psychotherapy", American Journal of Psychotherapy, Vol. 15, No. 1, 1961, p. 32.

⁵ Julian B. Rotter, Social Learning and Clinical Psychology, Englewood Cliffs, N. J., Prentice-Hall, 1954.

Rogers' description of personality change with Rotter's description of internal-external locus of control. This is followed by a summary and a statement of the research hypothesis.

Within chapter two is a description of the instruments, the research subjects, the method and statistical analysis.

The presentation and discussion of results are found in chapter three.

CHAPTER I

REVIEW OF THE LITERATURE

The purpose of chapter one is to investigate the compatibility of constructs which Rogers and Rotter employ in their description of personality. It appears that Rogers' description of personality change is similar to a construct which Rotter describes as internal-external locus of control. If it can be shown that the two theorists, in their own unique styles, are referring to constructs that are principally compatible, then it would appear reasonable to conclude that clients who are experiencing personality change are changing in the direction of either internal or external locus of control.

The literature on the personality theory of Rogers has been organized around three themes. The first theme follows a system of propositions and corollaries which is utilized to describe his basic personality constructs. The second theme is a description of personality change. The third theme is a review of a number of empirical studies which applied client-centered theory.

The literature on Rotter has been organized around two themes. The first theme describes Rotter's internal-external locus of control construct. The second theme is a review of a number of studies which empirically investigate

the theory of Rotter.

The summary and statement of the research hypothesis bring chapter one to a conclusion.

1. Client-Centered Theory of Rogers

A. Personality Development

Rogers' first proposition places the individual in his own private world of experience. He says that "every individual exists in a continually changing world of experience of which he is the center"¹.

This is a basic phenomenological postulate in that the individual's experience is private and unique to him. Rogers is suggesting that the experience of the environment by the individual is not directly available to anyone except the individual himself.

Rogers in this postulate, is suggesting that it is a continually changing world. It is a world in which change is the rule rather than the exception.

¹ Carl R. Rogers, Client-Centered Therapy, Its Current Practice, Implications, and Theory, Boston, Houghton Mifflin Company, 1951, p. 483.

Rogers then continues: "The organism reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, 'reality'"².

The individual reacts to the environment as he understands it. His perception of the environment is the basis of his reaction to it. Objective reality has no meaning until the individual has perceived reality in some way. An individual continually compares his new perceptions with established perceptions in an attempt to better understand his experience.

Rogers suggests that each perception is essentially a hypothesis which is tested and re-tested by experience. It is these tested hypotheses which consequently provide security and predictability.

The individual's reactions to the field are regulated by his experiences and by the perceptions which grow out of the experiences. New and different experiences alter perceptions and consequently, alter the reaction of the individual to the field.

It would appear that reality for the individual, in Rogers' theory, is not a fixed, absolute world, but rather is continually changing. Thus, if understanding is to come about, Rogers stresses the need to move into the world of

² Rogers, Client-Centered Therapy, p. 484.

the individual himself. He claims that movement into the center of another's world characterizes client-centered therapy.

With the statement that "the organism reacts as an organized whole to this phenomenal field"³, Rogers further describes the individual. The term "organism" implies that the individual is a composition of separate organs whose unique functions are regulated by their relationship to the whole. He is suggesting that the organism has unity and that it acts as a total force. Although some theorists may subscribe to an atomistic or a molecular view of the individual, Rogers claims that the emotional, physical, and cognitive dimensions of the organism become one in bringing about organismic responses.

Basic to this organized movement is directionality; that is, movement in a certain direction. Organism movement is in the direction of a goal. Its goal is to maintain itself. According to Rogers, "the organism has one basic tendency and striving--to actualize, maintain, and enhance the experiencing organism"⁴.

The tendency and striving to actualize is the only motive force in Rogers' theoretical system. Life processes

³ Rogers, Client-Centered Therapy, p. 486.

⁴ Ibid., p. 487.

do not only preserve life, but in addition enable the organism to gain control over an ever expanding sphere of events.

Rogers then continues to describe the direction of movement which comes about as a result of the self actualizing process. It appears that the self actualizing process brings an individual to assume a greater measure of control over the environmental forces impinging on the self. Self actualization invariably moves an organism in the direction of self government and autonomy and away from control by external forces.

Given the choice of being dependent or self-determined, Rogers claims that the individual will choose self-determination and independence. He maintains that the desire for self-determined existence is more powerful than the desire for dependence⁵.

In describing the process of therapy, Rogers suggests the changes that take place within the individual:

⁵ Rogers, Client-Centered Therapy, p. 490.

(The individual) perceives the locus of evaluation and the locus of choice as residing within himself. As a consequence (...) he feels (...) more self-directing. (...) The proportion of behaviors which can be "owned" as belonging to the self is increased. (...) Hence his behavior is perceived as being more within his control⁶.

He makes it apparent that he is not suggesting that all organismic movement is in the direction of actualization. At times the organism has not adequately symbolized experience and, in such instances, the organism mistakes regressive behavior for self-enhancing behavior. However, the organism reacts consistently with what it perceives to be self-enhancing behavior. When all of experience is clearly perceived, the tendency is to self-actualize.

Assuming that the only motive force is that of the actualizing tendency, and that the direction the organism takes is ordered by its attempts to meet the needs in the perceived field, Rogers suggests the role that emotion plays in the goal-directed movement of the organism.

Rogers' description of emotion includes two kinds, with each kind varying in degree of intensity. He is suggesting that the emotion which accompanies seeking is different from the emotion which accompanies satisfaction of a need.

⁶ Carl R. Rogers, "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework", in Psychology: A Study of a Science, Vol. 3, Koch. (Ed), Toronto, McGraw-Hill, 1959, p. 218-219.

The emotions which accompany seeking are described as "unpleasant and/or excited feelings"⁷ while "calm and/or satisfied emotions"⁸ accompany the consummation of a need.

The intensity of the emotion, according to Rogers, is proportional to the perceived significance of the behavior to the organism⁹. Thus, if the behavior is seen as essential to the need satisfaction and organism enhancement, then emotional intensity will be high. However, if the behavior is seen as being peripheral to the need satisfaction, then emotional intensity will be low.

Rogers therefore postulates that the organism seeks to enhance itself, that the organism moves in the direction of need satisfaction in the perceived field, and that emotions generally assist in the goal-directed movement. Yet the direction of organism movement cannot be predicted from an external frame of reference. Thus, Rogers continues: "The best vantage point for understanding behavior is from the internal frame of reference of the individual himself"¹⁰.

7 Rogers, Client-Centered Therapy, p. 493.

8 Ibid., p. 493.

9 Ibid., p. 493.

10 Ibid., p. 494.

If the individual is the center of his world, and if the organism reacts to the field as it is perceived, then it appears that the best vantage point for understanding behavior is from the internal frame of reference of the individual; in other words, seeing the world through the eyes of the other.

Rogers suggests that if it were possible to experience all of the sensations of another individual, then the meaningfulness of another's behavior would become obvious and, moreover, it would be possible to predict behavior¹¹. Although this is an impossible ideal, to the extent that it is approached, an individual can enter another's private world and understand and predict his behavior.

Initially, it may appear that each individual is so far removed from all other individuals and is so completely unique, that it is totally impossible to understand and predict the behavior of another. Rogers feels that this is not necessarily the case. The individual is unique, but not absolutely so¹². An individual's symbolization of reality or experience most frequently has some relationship to the symbolization of reality or experience of another. Rogers is suggesting that individuals, although unique, share

11 Rogers, Client-Centered Therapy, p. 495.

12 Ibid., p. 496.

common symbols and are thus able to communicate.

Rogers suggests that in attempting to see another from his own point of view a weakness emerges. The weakness seems to come out of the method employed in entering another's world. An individual can only enter the other's world by having him share his world and this sharing becomes meaningful only to the extent that the individual's world is available to him. The greater the area of experience not available to consciousness, the more incomplete will be the picture, and thus, the more inferences must be made in attempting to understand and predict behavior.

Rogers, therefore, introduces conditions which enable the client to bring more of his experience into consciousness¹³. He postulates that the less need the client has of being defensive, the more free and complete will be his communications¹⁴. Where the counsellor's attitudes and behaviors minimize the need of defensiveness, the client is motivated to communicate more of his private world; consequently, a more accurate and total picture of the individual's world of experience is conveyed.

13 Rogers, Client-Centered Therapy, p. 496.

14 Ibid., p. 496.

With Rogers' statement that, "a portion of the total perceptual field gradually becomes differentiated as the self"¹⁵, he adds a final construct to his personality theory. He points out that there is no sharp line between the experience of the self and the experience of the physical organism. However, the means employed to differentiate between experience of the self and experience of the organism is the extent of control which an individual is able to extend over the experience. Rogers states:

Those elements which we control are regarded as a part of self, but when even such an object as a part of our body is out of control, it is experienced as being less a part of the self¹⁶.

The self is formed as a result of interaction with the environment in general, and more specifically, as a result of interaction with others. It is the evaluational interaction with others which is particularly significant in the formation of self. Rogers suggests that the self does not allow all of experience to enter awareness, but that it acts as a grid, screening experiences and admitting only those experiences which are acceptable.

The structure of self has a controlling influence on an individual's behavior as the organism adopts those ways

15 Rogers, Client-Centered Therapy, p. 497.

16 Ibid., p. 497.

of behaving which are consistent with the concept of self¹⁷. There are, however, times when the organism overrules the self-structure and behaves inconsistently with the self. In such instances, the behavior is not owned by the individual because the self is not in control.

In many cases of maladjustment one of the causes for concern is behavior which occurs without the individual's control. Individuals may then say, "I don't want to do it, but yet I find myself doing it". In these instances the reference is to behavior which is organismically determined without any consistent relationship to the concept of self¹⁸.

When there is a real discrepancy between the experience of the organism and the concept of self, psychological tension and maladjustment exist. In situations where the organism is more in control than the self, the self is inadequately represented in the organismic experience. In these situations, the individual feels helpless and at the mercy of external forces.

In addition, when the organismic experiences are inconsistent with the concept of self, the self becomes increasingly rigid. Any experience perceived as being inconsistent with self is perceived as a threat; the greater

17 Rogers, Client-Centered Therapy, p. 509.

18 Ibid., p. 510.

the number of threatening experiences, the more rigidly the self-structure is organized.

This does not suggest that the self cannot be altered. Rogers postulates that,

Under certain conditions, involving primarily complete absence of any threat to the self-structure, experiences which are inconsistent with it may be perceived, and examined, and the structure of self revised to assimilate and include such experiences¹⁹.

He further clarifies the meaning of certain conditions.

Within the following section is a discussion of the conditions which allow personality change to occur.

¹⁹ Rogers, Client-Centered Therapy, p. 517.

B. Personality Change

The notion of conditions is the primary basis for Rogers' therapeutic postulates. He states that,

For therapy to occur it is necessary that these conditions exist.

1. That two persons are in contact.
2. That the first person, whom we shall term the client, is in a state of incongruence, being vulnerable, or anxious.
3. That the second person, whom we shall term the therapist, is congruent in the relationship.
4. That the therapist is experiencing unconditional positive regard toward the client.
5. That the therapist is experiencing an empathic understanding of the client's internal frame of reference.
6. That the client perceives, at least to a minimal degree, conditions 4 and 5, the unconditional positive regard of the therapist for him, and the empathic understanding of the therapist²⁰.

He suggests that the first condition is a "simple" one and might be better labelled an assumption or a precondition²¹. However, without the psychological contact, the remaining conditions have no meaning.

The second condition refers to the client. The client must be incongruent if therapy is to occur. Incongruence refers to a discrepancy between the actual

20 Rogers, "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework", p. 213.

21 Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", Journal of Consulting Psychology, Vol. 21, No. 2, 1957, p. 96.

organismic experience of the individual and the degree to which the individual admits experience to awareness. To the extent that the individual does not admit experience to awareness the individual is incongruent.

The third condition is that the therapist be congruent in the relationship. This means that the therapist is a genuine, integrated person "with his actual experience accurately represented by his awareness of himself"²². That is, the therapist is not presenting a false front.

Congruence includes admitting to awareness ways of being which are not necessarily effective for therapy. The congruent therapist may have to admit that "I feel threatened by this client".

The fourth condition is that of unconditional positive regard. To the extent that the therapist experiences a warm acceptance of each aspect of the client's experience as being a part of the client he is experiencing unconditional positive regard²³. It means that there are no conditions of acceptance. It involves as much feeling of acceptance for the client's negative, abnormal feelings as for his expression of positive feelings. It means a caring

22 Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", p. 97.

23 Ibid., p. 98.

for the client as a separate person with permission to have his own feelings.

Rogers felt that unconditional positive regard was an unfortunate phrase since it gave the impression of an absolute. Therefore he qualified the unconditionality of regard by suggesting that the effective therapist experiences unconditional positive regard almost continually, yet occasionally experiences only conditional positive regard. In this sense the condition exists as a matter of degree in any relationship.

The fifth condition is that the therapist is experiencing an accurate, empathic understanding of the client's own experience. Rogers states that empathy is "to sense the client's private world as if it were your own, but without ever losing the 'as if' quality"²⁴. To sense the client's anger, fear or confusion as if it were the counsellor's own, yet without his own anger, fear and confusion enveloped in it, is the condition of empathy. When the counsellor can move about freely in the client's world expressing accurate feelings and meanings of which the client is aware and also expressing feelings and meanings of which the client is scarcely aware the counsellor is demonstrating

²⁴ Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change". p. 99

empathic understanding.

The final condition is that the client perceives, to a minimal degree, the unconditional positive regard and empathy which the therapist has for him. These conditions do not exist in the relationship for the client unless they are received in some measure.

Rogers suggested that with the exception of Condition One all of the conditions have equal weight and that "the greater the degree to which Conditions 2 to 6 exist, the more marked will be the constructive personality change in the client"²⁵.

Furthermore, he stated that "these hypotheses hold in any situation whether it is or is not labeled 'psychotherapy'."²⁶.

He made a further implication of his theory in claiming that these conditions apply to not only one type of client, but are sufficient to bring about psychotherapeutic change in all types of clients²⁷. Rogers insisted that these hypotheses apply to clients extending from the mildest neurotics to the most advanced psychotics.

25 Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", p. 100.

26 Ibid., p. 100.

27 Ibid., p. 100-101.

He also stated that special intellectual or professional knowledge, either psychological or psychiatric, is not required of a therapist. His position is that the effectiveness of a therapist is not a function of the amount of intellectual information he holds, but rather a function of the quality of experience. Rogers states, "intellectual training and the acquiring of information has (...) many valuable results--but becoming a therapist is not one of those results"²⁸.

Rogers hypothesized that his theory holds in a variety of situations, with a variety of clients and with a variety of therapists.

Having described the conditions, Rogers stated that constructive personality change would follow²⁹. It appears that in general terms he predicted that to the extent an individual perceives the counselling conditions, he would change from perceiving events as external and unrelated to himself and beyond his control, to perceiving events as being an integral part of himself and having some control

28 Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", p. 101.

29 Ibid., p. 100.

over their outcome³⁰.

In summary, to the extent that the counselling conditions are perceived, Rogers suggests an individual will change from perceiving events as external to himself and beyond his control, to perceiving himself as having some control over their outcome.

C. Empirical Studies

The theory in which Rogers postulates a relationship between the therapeutic conditions and counselling outcome has been empirically tested. Following is a critical review of two of these studies.

Ferdinand van der Veen³¹ investigated several hypotheses based on client-centered theory. The basic hypotheses of the study were that there would be a greater positive change in the process behavior of the client when therapist conditions were perceived as high; that therapy outcome would be more successful when client perceived therapist conditions were high; and that both process behavior changes and therapy outcome would be positively related to

³⁰ Carl R. Rogers, "The Process Equation of Psychotherapy", American Journal of Psychotherapy, Vol. 15, No. 1, 1961, p. 27-45.

³¹ Ferdinand van der Veen, "Basic Elements in the Process of Psychotherapy: A Research Study", Journal of Consulting Psychology, Vol. 31, No. 3, 1967, p. 295-303.

the client's perception of therapist conditions.

The sample consisted of fifteen hospitalized subjects undergoing individual therapy who volunteered to participate in the study. The ten therapists who participated varied in range of experience and theoretical orientation. The counselling sessions were tape-recorded. The sample was evenly divided on the factors of age, chronicity, and socio-economic status.

The outcome measures consisted of a combined score, which was the mean score for the five change measures. The five change measures were the following: (1) the clinical estimate of change over therapy by two clinical psychologists based on inspection of the test material in the early and late test batteries, (2) change in the amount of agreement between the patient's self-concept and a professional concept of the ideal person using the Q-sort, (3) change on the 246 item anxiety scale, (4) change in the direction of greater adjustment on the MMPI items describing present functioning and (5) percentage of time of hospitalization (reversed) since the entry into research.

The Barrett-Lennard Relationship Inventory was used to determine the perceived presence of the counselling conditions. The Inventory was administered to clients and therapists in the third month, and for those clients who remained in the sixth month as well.

The process behavior change was measured on three scales; (1) The Problem Expression Scale which refers to the recognition of and concern with personal aspects of problem situations. It ranges from no recognition of problems to the recognition of problems relating directly to self; (2) The Interpersonal Exploration Scale which ranges from complete absence of personally relevant material to an active and deep exploring of self; (3) The Manner of Relating Scale which measures the overt or implied qualities in the relationship and varies from rejection of the therapist to the full acceptance of a personal relationship.

The rating procedure for the process behavior change was based on five interviews selected from each case with one from each quarter of the case (for example, the beginning, the twenty-five percent point, the fifty percent point, the seventy-five percent point, and the end or latest point). The rating material consisted of two 4-minute segments which were randomly selected from the first third and last third of each interview. Thus, the measurement of each subject's process behavior change was based on ten 4-minute segments. The over-all project consisted of 150 (15 x 10) 4-minute segments.

Raters received extensive training on samples of different therapists and clients. The order of rating the segments was randomized, with every rater judging the

segments in a different order.

The hypothesis within which it was predicted that there would be a greater positive process behavior change when the conditions were higher, was not supported. Several reasons for the lack of support might be tendered. Van der Veen³² felt that technical shortcomings in scale reliability, scale construction, and segment selection might have hidden actual movement. Furthermore, it was also plausible that the theory of behavior change oversimplified the movement.

The prediction expressed in the hypothesis that outcome was positively related to level of therapist conditions as perceived by the therapist was supported. The strongest support was shown for the condition of empathy ($p < .05$) and the weakest support for unconditionality of regard.

It was further discovered that significantly (Fisher's exact test) more therapists of more successful cases attained a higher level of empathy (6.5 on a scale 1-9) and congruence (3.5 on a scale 1-5) than the therapists of less successful cases. It was also discovered that significantly fewer therapists of more successful cases fell below 6.0 (scale 1-9) in empathy and below 2.5 (scale 1-5) in

³² van der Veen, "Basic Elements in the Process of Psychotherapy: A Research Study", p. 298.

congruence than the less successful cases.

It would appear that the clearest findings in van der Veen's study, were in the area of the effect of therapist conditions as perceived by the therapist, on counselling outcome. The results seemed to support the client-centered theory in which it is postulated that the presence of the therapeutic conditions of congruence, unconditional positive regard, and empathy are related to counselling outcome.

The hypothesis in which it was predicted that case outcome was positively related to client perception of therapist conditions was not supported.

The results of this study may have been quite different for the clients who perceived their counsellors high in the therapeutic conditions if the number of counsellors and clients had been greater. Furthermore, the outcome measurement may not have been as simple as anticipated. That is to say that they perhaps should have been taken at different intervals or perhaps more frequently.

Van der Veen suggests that the more highly disturbed schizophrenic patients were unable to perceive the therapeutic conditions. This may be true. However, to test Rogers' theory a method of communicating the therapeutic conditions to schizophrenic patients is necessary. It is not enough to point to the deficiency of the patients without at least alluding to the inability of the therapists to

communicate the conditions.

The study by Barrett-Lennard³³, which used a less severely disturbed sample of clients, suggested that the most accurate predictor of counselling outcome was the client's perception of the therapeutic conditions.

A detailed review of the Barrett-Lennard study follows:

Barrett-Lennard sought to empirically investigate the importance of counsellor conditions in therapy. He hypothesized that each of five distinguishable aspects or dimensions of the therapist's attitudes and response were influential in therapeutic change. The therapist attitudes which he investigated were (1) the therapist's level of regard for his client, (2) the extent to which the regard was unconditional or unqualified, (3) the degree of the therapist's empathic understanding, (4) his congruence in the relationship and (5) his willingness to be known by the client³⁴.

Barrett-Lennard was essentially testing Rogers' theory. However, when Rogers used the term "unconditional positive regard" it appeared to convey two distinct

33 G. T. Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", Psychological Monographs, Vol. 76, No. 43, 1962, p. 1-36.

34 Ibid., p. 2

constructs. The first was the level of regard and the second the extent to which the regard was unconditional. Therefore, Barrett-Lennard devised scales to measure both. In addition, Barrett-Lennard was attempting to measure the counsellor's willingness to be known. This was not part of Rogers' conditions for therapy.

Barrett-Lennard took as his starting point, the position that it is what the client experienced himself that affected him directly; the relationship, as experienced by the client, was most crucially related to the outcome of therapy.

The research subjects for this study were clients who were starting therapy in the Counselling Center of the University of Chicago. The group consisted of forty-two clients with twenty-one different therapists. Each therapist had from one to four clients. The clients' mean age was twenty-eight; sixty percent were men and nearly all had some college education.

The indices of client change were varied. The therapist ratings of client change was one source. The ratings, made after the first interview and again at termination of therapy, were based on a ten-point scale, where one was the most extreme maladjustment and ten was optimal adjustment.

A second source of evidence of client change consisted of data provided by the client himself, before and

after therapy. Three indices were chosen: (1) the Q-adjustment scale as developed by Dymond³⁵, (2) the Taylor Manifest Anxiety Scale and (3) the MMPI Depression Scale.

The means of determining the quality of the relationship between client and counsellor was the Relationship Inventory as devised by Barrett-Lennard. The questionnaire had eighty-five items and made provision for three grades of "yes" and three grades of "no". Each of the five counsellor attitudes described above was represented by sixteen to eighteen items.

Except for the adjustment rating described above, which was made after the first interview, the client data were gathered at pre-therapy and/or post-therapy testing points. The relationship data were gathered from clients and therapists after the first five counselling sessions and after fifteen for clients who continued in therapy. Five therapy sessions were judged to be a safe minimum period of association between client and therapist that would provide the participants with a meaningful basis from which to answer the Relationship Inventory.

³⁵ Rosalind F. Dymond, "Adjustment Changes Over Therapy From Self-Sorts", Psychotherapy and Personality Change, Rogers, et al., (Eds), Chicago. University of Chicago Press, 1954, p. 76-84.

Completed data were available for thirty-five of the original 42 subjects. Sixteen of the 35 were rated by both therapists and objective tests as "improved". These sixteen made up the "more changed" group and the remaining nineteen made up the "less changed" group.

Within the first experimental hypothesis it was predicted that each relationship factor when measured after five sessions, would suggest the indices of change and furthermore, that the client perception of the relationship would be a stronger predictor than would the therapist perception of the relationship.

The results of the study supported the first hypothesis, with the exception of one relationship factor. Using the Mann-Whitney U-test, the results indicated that with the exception of "willingness to be known" all other relationship variables proved significant ($p < .01$). The three variables of congruence, level of regard, unconditionality of regard, and empathy, as outlined in client-centered theory, were significant at a higher level ($p < .005$).

The results of the study also supported the prediction that the association between relationship variables and counselling outcome was stronger where the relationship qualities were measured from the perception of the client than when measured from the therapist's perception.

Within the second hypothesis it was predicted that the results for two matched groups of clients would reveal that subjects with expert therapists give higher scores on each relationship measure and result in greater change than subjects with nonexpert therapists³⁶. The results of the study were supportive of this hypothesis as well. An interpretation of the results would be that the clients of expert therapists perceived a higher level of therapeutic conditions, with the exception of "willingness to be known".

It was also discovered that nine of the clients of expert therapists fell in the "more changed" category, according to the two-fold index of change described, and three in the "less changed" category. Only six of the clients of nonexpert therapists fell in the "more changed" category, while eight fell in the "less changed" category.

This evidence added further support to the hypothesis that perceived conditions of therapy had an effect on client change.

Within the third hypothesis it was predicted that if the relationship scores were divided into "high" and "low" groups, then subjects receiving a high classification from both client and therapist data would change most, the group

³⁶ Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", p. 31.

with high scores from clients and low scores from therapists would be second, those in the high therapist category and low client category would be third, and subjects with a low classification from both sources would show the least change³⁷.

The findings were in keeping with the expectations. When both clients and therapists perceived the relationship in relatively positive terms, a majority of the clients fell in the "more changed" category. When the client's score was relatively high and the therapist's relatively low, about half the cases fell in the "more changed" category. When the therapist's score was high but the client's low, then less than half the cases improved. When both client and therapist viewed their relationship in relatively negative terms, only a small minority of cases fell in the "more changed" category.

This evidence added increased support to the original hypothesis that the relationship factors influenced client change. This appeared to be especially true when the relationship factors were measured from the client's point of view.

³⁷ Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", p. 31.

On the basis of the complete Barrett-Lennard study it appears that the conditions for therapy, as outlined in client-centered theory, are factors influencing client change.

The Barrett-Lennard study seems to add evidence to the concept that the client's perception of the conditions of congruence, unconditional positive regard, and empathy stimulates the change which occurs. This appears to be more true for those clients who are not as severely disturbed as those who would be classified as schizophrenic.

In summary, it appears that Rogers' description of the self is his most comprehensive construct. Central to his view is the degree of control which the self extends over its experience. The personality change which he describes is change from perceiving events as external and beyond control, to perceiving the self as having some control over their outcome. It is a matter of establishing the locus of choice and evaluation as the self rather than the situation.

In conclusion, within client-centered theory it is postulated that to the extent the counselling conditions are perceived, personality change will occur.

Julian Rotter's description of locus of control is useful in the study of an individual's perception of events.

A discussion of Rotter's conception of locus of control follows.

2. Locus of Control

A. Internal-External Control

Rotter's internal-external locus of control construct is an integral part of his personality theory. In his social learning theory the occurrence of a behavior of an individual is determined by the person's anticipation or expectancy that the given behavior will secure the reinforcement or reward he desires. In addition, the occurrence of a behavior is related to the importance or value of that reinforcement for the individual.

In a given situation, the individual may believe he does not have the appropriate behavior in his repertoire, or more generally, his concept of himself may be such that he perceives himself incapable of securing the reward he desires. Within this situation the individual might be described as anticipating no contingency between any effort on his own part and the end result; that is, the individual perceives himself to have no control over the reinforcement he receives from his environment. It is hypothesized that when the reinforcement is seen as contingent upon an individual's own behavior, or stable characteristics, then its occurrence will

increase an expectancy. Similarly its non-occurrence will not reduce an expectancy so much as when it is seen as contingent.

An expectancy will generalize from a specific situation to a series of situations which are seen as related or similar. Therefore, Rotter says, "a generalized expectancy for a class of related events has functional properties and makes up one of the important classes of variables in personality description"³⁸.

A generalized expectancy or attitude regarding the nature of the causal relationship between an individual's own behavior and its consequences, influences a variety of behavioral choices in a wide spectrum of life situations. Such generalized expectancies seem to determine choice behavior. These generalized expectancies will result in individual differences in behavior.

Rotter maintains that there are individual differences in the way in which individuals perceive rewards or reinforcements. The degree to which an individual perceives that the rewards are contingent upon his own behavior or stable attributes versus the degree to which the individual perceives the rewards are controlled by forces

³⁸ Julian B. Rotter, et al., Applications of a Social Learning Theory of Personality, Toronto, Holt, Rinehart and Winston, 1972, p. 262.

outside of himself is one of the important determinants of this reaction. In other words, the effect of a reinforcement following some behavior is not automatic, but depends upon whether or not the person sees a causal relationship between his own behavior and the reward. This causal relationship need not be all or nothing, but can vary in degree.

One individual's expectancy may be such that he perceives his rewards or reinforcements follow directly from his own behaviors. Another individual's expectancy may be such that he perceives the reinforcement as not contingent upon his own behavior. The individual who perceives the relationship between behavior and reward as causal is described as having an internal locus of control. The individual who perceives no causal relationship between behavior and reward is described as having an external locus of control.

Rotter defines locus of control as follows:

When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labeled this a belief in external control³⁹.

³⁹ Julian B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", Psychological Monographs, Vol. 80, No. 1, 1966, p. 1.

If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control⁴⁰.

Generally, in his social learning theory, Rotter does not prescribe what changes are to be made in an individual, but rather, how changes can be made. However, he claims that if an individual is to benefit from therapy, the patient should become more internal as therapy progresses and, therefore, in some cases this attitude must be dealt with prior to working on other more specific problems⁴¹.

Extensive research has been carried out on Rotter's social learning theory. A great deal of empirical research has been done on the control construct as defined by Rotter⁴². A number of studies have focused on changes in locus of control⁴³. Lefcourt⁴⁴ has advanced the position

⁴⁰ Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 1.

⁴¹ Rotter, Applications of a Social Learning Theory of Personality, p. 568.

⁴² Warren F. Throop and A. P. MacDonald Jr., "Internal-External Locus of Control: A Bibliography", Psychological Reports, Vol. 28, 1971, p. 175-190.

⁴³ Herbert M. Lefcourt, "Recent Developments in the Study of Locus of Control", Progress in Experimental Personality Research, Vol. 6, B. A. Maher (Ed), New York, Academic Press, 1972, p. 1-39.

⁴⁴ Herbert M. Lefcourt, "Belief in Personal Control: Research and Implications", Journal of Individual Psychology, Vol. 22, No. 2, 1966, p. 185-195.

that an internal locus of control is a "common goal of psychotherapy"⁴⁵. It seems reasonable from a social learning point of view that "if one needs to alter his mode of behavior, then an external locus of control is a decided obstacle, and therefore, a target for change"⁴⁶. It would appear that one means of facilitating a change in locus of control is through a therapeutic relationship. A review of two studies which empirically investigate this change follows.

⁴⁵ Lefcourt, "Recent Developments in the Study of Locus of Control", p. 27.

⁴⁶ Ibid., p. 27.

B. Empirical Studies

Gillis and Jessor⁴⁷ have carried out a study at the Denver Veteran's Administration Hospital. The subjects were twenty-nine patients diagnosed as schizophrenics, neurotics, and character disorders. Thirteen of the patients were selected by the hospital staff to receive therapy and sixteen received no formal treatment. They were all contacted within one week after admission and completed the internal-external control measure.

The hypothesis investigated by this study was that successful psychotherapy should be characterized by an increased belief in internal control.

At the conclusion of the ten-week experimental period, all subjects again completed the internal-external control instrument. In addition, each experimental subject was rated by his therapist on a five-category scale. The scale ranged from "marked improvement" to "marked decrement".

The second administration of the internal-external control measure indicated that the therapy group had moved in the direction of internal control from 9.8 to 9.1. The no-therapy group had moved in the direction of external

⁴⁷ John S. Gillis and Richard Jessor, "Effects of Brief Psychotherapy on Belief in Internal Control: An Exploratory Study", Psychotherapy: Theory, Research and Practice, Vol. 7, No. 3, 1970, p. 135-137.

control from 11.6 to 12.1. Neither of these changes is significant.

However, the finding pertinent to the study was that the therapy group which had been identified as "marked improvement" or "some improvement" showed its post-test mean as significantly different from its pre-test mean of 10.3 ($p < .05$). In addition, the score for the improved therapy group was significantly different from that of the no-therapy group; there was no significant difference between these groups in the pre-test position.

From the results of this study the conclusion can be drawn that successful therapy has the effect of bringing about personality change in clients; the change is movement from belief in external control to belief in internal control.

The description of the study does not include the criteria by which the subjects were chosen. Perhaps the therapists noted these clients to be somewhat less disturbed and saw them as better risks. Whatever the reason, as a group, they seem to have had a greater internal locus of control score at the outset. Perhaps a random choice sample would have yielded a different result.

The title of the internal-external locus of control measuring instrument was not included in the study. However, from the raw scores which were given it would appear that the instrument used was Rotter's Social Reaction Inventory.

Change in locus of control has been illustrated in a study by Dua⁴⁸. It was hypothesized that individuals who had been exposed to behaviorally oriented procedures of "action" programs would evaluate themselves as being less externally controlled and more internally controlled than the subjects who had been exposed to treatment procedures of "reeducation" programs. It was also hypothesized that reduction in emotionality and improvement in social extraversion would be more significant in subjects exposed to behaviorally oriented "action" programs than in subjects treated by "reeducation" programs.

The subjects for this study were thirty first year university students who appeared at the University of Calgary Counselling Center because of an interpersonal difficulty.

The subjects were administered the Social Reaction Inventory⁴⁹ to obtain the pre-test measure of locus of control. They also completed the Bendig Scale of Social

48 P. S. Dua, "Comparison of the Effects of Behaviorally Oriented Action and Psychotherapy Reeducation on Introversion-Extraversion, Emotionality, and Internal-External Control", Journal of Counselling Psychology, Vol. 17, No. 6, 1970, p. 567-572.

49 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 1-28.

Extraversion-Introversion and Emotionality⁵⁰ to obtain pre-test measures of emotionality and social extraversion.

The range of scores was studied and the thirty subjects were placed in three matched groups: two treatment groups and one no-treatment control group.

All subjects were asked to name one "significant other" with whom they were experiencing obvious interpersonal difficulty.

The treatment for the "action" oriented group consisted of defining the interpersonal difficulty in behavioral terms and then establishing a sequence of specific actions to expand the subjects repertoire of behaviors with the "significant other".

The treatment for the "reeducation" group consisted of a discussion centering on the clients' attitudes toward the significant other, with the intention of changing some attitudes and adopting some new ones.

The control group was informed that the quota for subjects was reached and that they would be given an opportunity for involvement in the counselling program after the expiry of six weeks.

50 A. W. Bendig, "The Pittsburgh Scales of Social Extraversion-Introversion and Emotionality", Journal of Psychology, Vol. 53, January, 1962, p. 199-209.

Treatment for both the "action" and the "reeducation" groups consisted of eight hours of individual sessions.

The data relevant to this review were the result of the counselling treatment groups in comparison with the control group. The results indicate that the Social Reaction Inventory scores of the experimental groups decreased significantly ($p < .01$) from pre-test to post-test when compared to the control group.

Furthermore, it was discovered that when the two experimental groups were compared, the experimental subjects treated in the "action" oriented group improved more than the experimental subjects treated by the "reeducation" treatment procedure.

It appears that the conclusion can be drawn that change in perception of locus of control takes place as a result of a counselling experience. Another conclusion appears to be that certain kinds of counselling interactions are more effective than others in bringing about this change.

In summary, it has been suggested that Rotter's social learning theory describes motivation on the basis of an individual's expectancy in relation to the rewards he anticipates will accrue to him as a result of his behavior or stable attributes. There are differences in the way in which individuals perceive contingencies between themselves and events in their environment. To the extent that an

individual does not perceive his behavior or attributes in control of the rewards or reinforcements he receives, he is reflecting a belief in external control. To the extent that an individual perceives his behavior or attributes in control of the rewards and reinforcements he receives, he is reflecting a belief in internal control.

Rotter admits that a common goal of therapy is aiding the client to move in the direction of internal locus of control.

Within the review of the studies it is suggested that counselling interactions bring about changes in the client's perception of locus of control. It is also suggested that certain counselling experiences are more effective than others in bringing these changes about.

Following is an investigation of the compatibility of Rogers' description of personality change and Rotter's locus of control construct.

3. Personality Change and Locus of Control-- A Comparison

Positive personality change as presented by Rogers may generally be described as change from perceiving events as fixed, rigid, external and unrelated to the self, to perceiving events as part of the self, with the self playing a primary role in the creation of events and in the meanings and interpretations of them.

When an event is perceived by the individual as following some action of his own but not contingent on his action Rotter labels it a belief in external control. For this individual events are likely perceived to be the result of luck, chance, fate or powerful others.

When an event is perceived as contingent on an individual's own behavior Rotter labels it a belief in internal control.

There appears to be a construct likeness between the descriptions of Rogers and Rotter. It would appear that the individual, described by Rogers, who perceives events as rigid, unrelated and external to himself reflects a belief in external locus of control as described by Rotter. Similarly, the individual described by Rogers, who perceives events as part of his self, with personal control over the outcome of events, reflects a belief in internal control.

If this assumption can be made it seems reasonable to predict on the basis of Rogers' theory that to the extent the counselling conditions are perceived an individual will change from external to internal locus of control.

4. Summary and Basic Hypothesis

Rogers' basic postulate is that if the counselling conditions of congruence, unconditional positive regard and empathy are present in a counselling relationship, then a personality change can be predicted in the client. It has been suggested that this change is in the direction of internal locus of control.

Studies have been presented which add empirical support to the client-centered theory. The studies support the hypothesis that the counselling conditions of congruence, level of regard, unconditionality of regard and empathy have a positive effect on personality change. Studies have also been presented which suggest that change in the direction of internal locus of control has occurred as a result of a counselling relationship.

Furthermore it has been suggested on the basis of the theoretical and empirical evidence that to the extent that the counselling conditions are perceived a change in locus of control is initiated in the client.

It would appear that individuals who perceive the counselling conditions to a high degree will change more in the direction of internal locus of control than individuals who perceive the counselling conditions to a lesser degree.

The basic hypothesis of this study may be stated in the following manner: clients who perceive their counsellors to be high in the counselling conditions of congruence, unconditional positive regard and empathy will have a greater change in the direction of internal locus of control than will clients who perceive their counsellors to be low in these counselling conditions.

Presented within the following chapter are the procedures utilized in conducting the experiment to test the proposed hypothesis.

CHAPTER II

EXPERIMENTAL DESIGN

The chapter begins with a description of the instruments used in the experiment. The description of the research subjects is followed by a discussion of the method and the statistical procedure of the experiment.

1. Instruments

To test the stated hypothesis two instruments were used. One measured the presence of Rogers' necessary and sufficient conditions in the relationship between the client and the counsellor as perceived by the client. The second instrument measured the change in locus of control as defined by Rotter.

A. The Relationship Inventory

The Relationship Inventory was developed by Barrett-Lennard¹ in an attempt to measure the level of counselling conditions. The counselling conditions which the instrument

¹ G. T. Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", Psychological Monographs, Vol. 76, No. 43, 1962, p. 1-36.

measured were essentially those outlined by Rogers². Rogers' comments on unconditionality of regard seem to point to the presence of two constructs rather than one³. To measure both, Barrett-Lennard set out to devise an instrument which would take into account the unconditionality and the level of regard. The Relationship Inventory therefore, has four scales: congruence, level of regard, unconditionality of regard and empathic understanding. In an earlier version Barrett-Lennard had included a "willingness to be known" scale. This was eliminated because it did not seem to relate to therapeutic change.

He defined the four counselling conditions in the following manner.

Congruence is defined as

the degree to which one person is functionally integrated in the context of his relationship with another, such that there is absence of conflict or inconsistency between his total experience, his awareness, and his overt communication. (...) In other words, the highly congruent individual is completely honest, direct, and sincere in what he conveys, but he does not feel any compulsion to communicate his perceptions, or any need to withhold them for emotionally self-protective reasons⁴.

2 Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change", Journal of Consulting Psychology, Vol. 21, No. 2, 1957, p. 95-103.

3 Ibid., p. 98.

4 Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", p. 4.

Level of regard is defined as

the affective aspect of one person's response to another. This may include various qualities and strengths of "positive" and "negative" feeling. Positive feelings include respect, liking, appreciation, affection, and any other affectively adient response. (...) It may be considered the composite "loading" of all the distinguishable feeling reactions of one person toward another, positive and negative, on a single abstract dimension⁵.

Unconditionality of regard is defined as being

specifically concerned with how little or how much variability there is in one person's affective response to another. It is defined as the degree of constancy of regard felt by one person for another who communicates self-experiences to the first⁶.

Empathic understanding is defined as

the extent to which one person is conscious of the immediate awareness of another. (...) It is an active process (...) of reaching out to receive his communication and meaning, and of translating his words and signs into experienced meaning that matches at least those aspects of his awareness that are most important to him at the moment. It is an experiencing of the consciousness "behind" another's outward communication, but with continuous awareness that this consciousness is originating and proceeding in the other⁷.

The instrument evolved through a series of discussions with Rogers and the staff of the University of

5 Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", p. 4.

6 Ibid., p. 4.

7 Ibid., p. 3.

Chicago Counselling Center. This process in itself ensured a degree of content validity of the items. However, to eliminate any items which did not have content validity, formal directions and definitions of the variables were given to five judges, who were all counsellors at various levels of experience. The judges classified each item as either positive (+), or negative (-), or neutral (0), neutral meaning ambiguous or irrelevant. The items were also checked for duplication of content. Three items were deleted from the original instrument because of inconsistent rating by the judges and another three were deleted because of duplication of content. This scale has undergone revision and currently several forms exist.

Within the present study the sixty-four item (Form OS-M-64) revision of the Relationship Inventory was utilized. Barrett-Lennard states with regard to the revised inventory:

In general, the aim of the revision was to further improve the sensitivity and versatility of the instrument for measuring the defined variables in the context of any significant interpersonal relationship. (...) The theoretical and pragmatic issues considered represent refinements rather than departures (except for omission of the willingness to the (be) known scale) from the original theoretical underpinning and intent of the instrument⁸.

⁸ G. T. Barrett-Lennard, "Technical Note on the 64-Item Revision of the Relationship Inventory", Unpublished Article from the Committee on Human Relations Studies, University of Waterloo, December, 1969, p. 1.

The instrument is in the form of a questionnaire. It yields a total score as well as four subscale scores, one for each of the variables described.

The instrument provided for three degrees of "yes" response, and three degrees of "no" response to each item. The three possible degrees of "yes" are: +1 (I feel that it is probably true, or more true than untrue), +2 (I feel it is true), +3 (I strongly feel that it is true). The three possible degrees of "no" are: -1 (I feel that it is probably untrue, or more untrue than true), -2 (I feel that it is not true), -3 (I strongly feel that it is not true). The range, therefore, for each subscale is from -48 to +48.

Scoring is achieved by allowing each numerical answer either to add or subtract from the resulting score of a given variable. In the case of the negative stated items, the sign of the subject's response is reversed prior to being added or subtracted from the score. A high positive score, such as 100, suggests that the client perceives the counselling conditions as being very positive; a low score or a negative score suggests that the client perceives the counselling conditions to be unsatisfactory.

The reliability of the instrument has been supported in a number of studies. Corrected split-half reliability coefficients determined by Barrett-Lennard for client data (N = 42) were: congruence, .89; level of regard, .93;

unconditionality of regard, .82; empathic understanding, .86⁹.

The test-retest correlations over a four week period, among thirty-six first year college students were: congruence, .86; level of regard, .84; unconditionality of regard, .90; empathic understanding, .89¹⁰.

In a study using another form of the Relationship Inventory, forty undergraduate students reported the perceived response of one of his (or her) parents. The product-moment correlations between test-retest scores (interval range from two to six weeks) were as follows: congruence, .92; level of regard, .88; unconditionality of regard, .86; empathic understanding, .86; and total score, .92¹¹.

Barrett-Lennard reports the technical reliability of earlier versions of the Relationship Inventory and then affirms that the data gathered on the 64-item revision suggest reliability coefficients to be as high or higher than those obtained under similar conditions with the previous versions of the instrument¹².

9 Barrett-Lennard, "Dimensions of Therapist Response as Causal Factors in Therapeutic Change", p. 12.

10 Ibid., p. 12.

11 Barrett-Lennard, "Technical Note on the 64-Item Revision of the Relationship Inventory", p. 3.

12 Ibid., p. 2.

Barrett-Lennard suggests a difficulty in obtaining "criterion-based" validity since there is no existing measure of perceived interpersonal response which is theoretically compatible. Another reason for the difficulty in obtaining validity is that there is no reason to expect one individual to have the same perceptions as another. Since they are describing a personal relationship two individuals would likely perceive counselling conditions in different ways.

There is, however, evidence for validity derived from research in which the inventory has been used.

Barrett-Lennard states:

Positive findings from such studies support the underlying theory if it is assumed that the measurements of the constructs involved is sound; and imply that the instruments are satisfactorily measuring what they are supposed to measure if the theory is accepted¹³.

It would appear that the Relationship Inventory has sufficient validity and reliability to be of value in assessing the client-counsellor relationships in this study.

A description of the second instrument, The Social Reaction Inventory, follows.

¹³ Barrett-Lennard, "Technical Note on the 64-Item Revision of the Relationship Inventory", p. 5.

B. The Social Reaction Inventory

The Social Reaction Inventory was the instrument utilized in measuring the individual's locus of control.

Rotter defines the individual with an external locus of control as one who believes that there is no causal relationship between his own behavior and the rewards he is receiving from his environment. The individual with an internal locus of control is defined as one who believes that there is a causal relationship between his own behavior and the rewards he receives from his environment¹⁴.

The first attempt to measure individual differences in a generalized expectancy in locus of control was done by Phares¹⁵. His Likert-type scale had thirteen items reflecting an external locus of control and thirteen items reflecting an internal locus of control. Phares found some suggestive evidence that measuring of individual differences in locus of control was possible.

¹⁴ Julian B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", Psychological Monographs, Vol. 80, No. 1, 1966, p. 1.

¹⁵ E. J. Phares, "Expectancy Changes in Skill and Chance Situations", Journal of Abnormal and Social Psychology, Vol. 54, 1957, p. 339-342.

James¹⁶ revised Phares' test by rewording the items which did not seem to discriminate between individuals. James' final instrument had a total of twenty-six items plus filler items. The results of his study further supported the conclusions which Phares had drawn. The measurement of individual differences in locus of control seemed plausible.

Rotter, Seeman and Liverant¹⁷ attempted to broaden the test. They developed subscales for different areas such as achievement, affection, and general social and political attitudes in the construction of a new forced-choice questionnaire. The earliest version included a hundred forced-choice items, each one comparing an external belief with an internal belief. The scale was reduced to sixty items subsequent to factor analysis. Item analysis indicated that subscales were not generating separate predictions. Therefore the attempt to measure more specific sub-areas of internal and external control was abandoned.

16 W. H. James, "Internal Versus External Control of Reinforcement as a Basic Variable in Learning Theory", Unpublished Doctoral Dissertation, Ohio State University, 1957.

17 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 9.

Reduction and purification of the sixty-item scale were undertaken by Rotter, Liverant and Crowne¹⁸. Those items which had a high correlation with the Marlowe-Crowne Social Desirability Scale were eliminated¹⁹. In addition, highly interrelated items were also eliminated. Thus the scale was reduced to twenty-three items. The final revision included the altering of some items to make them appropriate for non-college adults and high school students.

The Social Reaction Inventory²⁰ used in this research is a twenty-nine item (including six filler items), forced-choice instrument. On each of the twenty-three items scored, the subject responds by selecting from a pair of items, the one which more adequately reflects his viewpoint. Thus the range of possible scores is from 0 to 23, with low scores reflecting internality. Extreme scores are deleted because of lack of validity²¹.

18 J. B. Rotter, S. Liverant, D. P. Crowne, "The Growth and Extinction of Expectancies in Chance Controlled and Skilled Tasks", Journal of Psychology, Vol. 52, 1961, p. 161-177.

19 D. P. Crowne and D. Marlowe, The Approval Motive, New York, Wiley, 1964.

20 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 11-12.

21 Julian B. Rotter, Personal Correspondence with the Author, letter dated September 18, 1974.

The internal consistency estimates, based on four studies²², range from .65 to .79. Franklin's study with one thousand tenth, eleventh and twelfth grade students resulted in an internal consistency estimate of .69. Although these estimates are only moderately high, Rotter seems to suggest that there is some justification for this because the test items are samples of attitudes in a wide variety of different situations²³.

The test-retest reliability for a two month period with a sample of sixty-three male and fifty-four female Ohio State University elementary psychology students was .55²⁴.

The Social Reaction Inventory showed negligible correlations with intelligence. The correlations ranged from -.11 with a sample of twenty-six male and forty-six female Ohio State University elementary psychology students to .01 with a sample of eighty Ohio Federal prisoners whose

22 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 13.

23 R. D. Franklin, "Youth's Expectancies About Internal Versus External Control of Reinforcement Related to N Variables", Unpublished Doctoral Dissertation, Purdue University, 1963.

24 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 13.

reading level was eighth grade or better²⁵.

Sex differences appear to be minimal, with the exception of one study at the University of Connecticut. The reasons for differences in this case seem to be unknown²⁶.

Although age may be related to locus of control, it appears that within the age limits of subjects used in this research, maturity seems to have no relationship to test scores. Ladwig's study of a sample of eighty individuals reading at the eighth grade level²⁷ and Franklin's study of a sample of one thousand tenth, eleventh and twelfth grade students²⁸ seemingly bear scores which are similar to averages obtained from adult groups.

It would therefore seem that the Social Reaction Inventory has reasonable validity and reliability and would appear to be useful in the measurement of internal-external locus of control in a sample of high school students.

25 Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement", p. 14.

26 Ibid., p. 15.

27 G. W. Ladwig, "Personal, Situational and Social Determinants of Preference for Delayed Reinforcement", Unpublished Doctoral Dissertation, Ohio State University, 1963.

28 Franklin, "Youth's Expectancies About Internal Versus External Control of Reinforcement Related to N Variables".

2. Research Subjects

All counsellors in nineteen secondary schools located in Northwestern Ontario were contacted by the experimenter and were invited to take part in this study. The basis for contacting these counsellors was their proximity to Lakehead University. In addition, the counsellors contacted were all qualified to counsel in secondary schools in the province of Ontario. The counsellors were informed that any results from their participation in the study would be confidential, and that no part of it would be used for their evaluation.

Upon volunteering to take part in the study, thirty counsellors were given instructions on procedure (Appendix A). The instructions were read to the individual counsellor by the experimenter. This was followed by an opportunity to discuss questions.

Subjects for this study were clients who requested individual counselling from the participating counsellors in schools representing seven different school boards. The curriculum in the schools included all or a combination of programs in Arts and Science, Technology and Trades, Business and Commerce, and Vocational.

3. Method

The counsellors were informed that the study was to be conducted in confidentiality. To ensure a measure of anonymity all tests were placed in envelopes that had counsellor and client codes provided by the experimenter. In an attempt to avoid response bias the names of the measuring instruments were deleted. The Social Reaction Inventory pre-test was identified as Test I. The Social Reaction Inventory post-test and the Relationship Inventory were identified as Test II and Test III respectively.

The counsellors were instructed in the manner in which they were to select the subjects. During the week of January 26th, all students requesting individual counselling were given the Social Reaction Inventory pre-test and were asked to complete it prior to the counselling session. The students were informed that the results of the study would aid the counsellors in their work and would be kept confidential. At the completion of the test the clients were instructed to seal the test in the envelope and return it to the counsellor.

After the counselling session the counsellors were asked to classify the clients in one of the following three categories: personal adjustment counselling client, educational counselling client or vocational counselling

client. Furthermore the counsellors were instructed to complete the Student Information Form (Appendix G), to record the client's grade level, sex and age. At the conclusion of the counselling session the counsellors were instructed to describe the content of the session and state whether or not a decision had been made to continue counselling at a later date (Appendix H).

The counsellors were instructed to repeat the described procedure with all students requesting individual counselling until they had a total of eight, five of whom were to be personal adjustment counselling clients.

During the week of April 12th, the counsellors were instructed to invite these eight clients into the counselling office to individually administer the Social Reaction Inventory post-test and the Relationship Inventory.

Subjects included in the study were those who were classified as personal adjustment counselling clients, who had more than two counselling sessions over the experimental period and whose Social Reaction Inventory pre-test score was greater than two and less than twenty-two. The number of subjects who met these criteria was fifty-five.

It would appear that the educational counselling clients and the vocational counselling clients are not necessarily incongruent, according to Rogers' description, and were therefore rejected as subjects for the study.

The minimum number of counselling sessions was set at three to give sufficient time for the building of a relationship between the counsellor and the client. In personal correspondence with Rotter²⁹, he expressed the concern that the extreme scores, either high or low, on the Social Reaction Inventory had questionable validity. The minimum acceptable score was therefore set at three and the maximum at twenty-one.

The experimenter arranged for the collection of the completed tests from each counsellor. Those counsellors whose schools were outside the urban center were asked to send their completed tests by mail. The experimenter collected the completed tests from the schools in the urban center. The tests from two of the schools were lost in transit by mail. Four counsellors who originally agreed to participate in the study did not have any of the tests completed by their clients. Their reason for not continuing with the study seems to have been that subsequent to committing themselves they discovered the task to be more time consuming than they originally believed it to be. Therefore, completed tests were available from twenty-four of the thirty counsellors who originally agreed to participate in the study. Not all counsellors had completed

²⁹ Rotter, Personal Correspondence with the Author.

tests from five personal adjustment counselling clients.

4. Statistical Analysis

The Relationship Inventory scores indicate the client's perception of the counselling conditions. The sum of the subscales of congruence, level of regard, unconditionality of regard and empathic understanding yield a total score. On the basis of the total score subjects were classified as high or low with cut offs being set at greater than eighty-nine (high group) and less than seventy-one (low group). The basis for these limits is that the twenty point spread was conceived to provide a great enough variation between the high and low groups to discriminate differences in interpersonal response.

It had been hypothesized that the subjects in the high group would change more in the direction of internal locus of control than those in the low group. Since those subjects whose scores tended to be more internal did not have the possibility of changing as much toward internality, it was decided to use the pre-test score as a blocking variable. Those subjects scoring between three and eleven inclusive on the pre-test were classified as internal while those subjects scoring between twelve and twenty-one inclusive were classified as external. A two-way analysis of variance was therefore used. A least squares solution

was used since it was anticipated that cell sizes would not be equal. The dependent variable was defined as the difference between the pre- and the post-test scores on the Social Reaction Inventory. The level of significance was set at .05.

CHAPTER III

PRESENTATION AND DISCUSSION OF RESULTS

This chapter includes the descriptive data, the results of testing the hypothesis and a discussion of results.

1. Descriptive Data

The means, standard deviations and sample sizes for each of the four cells in the design are reported in Table I.

Contrary to expectations, there was little difference between the change scores of the counselling conditions groups. The differences between the locus of control groups was in the predicted direction. In each of the cells the means are positive indicating a slight movement toward internality.

2. Testing the Hypothesis

One of the assumptions of the analysis of variance is that there is homogeneity of variance. The F max test for homogeneity of variance was used. The F value was 3.172, which approaches the critical value but does not exceed it; therefore the assumption of homogeneity of variance is met. The results of the analysis of variance are reported in Table II. Because of the inequality of sample sizes a least

Table I

Sample Sizes, Means and Standard Deviations for Pre-Post Score Change in the Direction of Internal Control, of Students High and Low in Perception of Counselling Conditions and Internal and External in Locus of Control

		Perception of Counselling Conditions		
		Low	High	
Locus of Control	Internal	Mean .333 Standard Deviation 3.840 n = 9	Mean 1.263 Standard Deviation 2.156 n = 19	Mean .964
	External	Mean 1.833 Standard Deviation 2.405 n = 12	Mean 1.000 Standard Deviation 2.768 n = 7	Mean 1.526
		Mean 1.190	Mean 1.192	

Table II

Summary of the Analysis of Variance of the Change Scores with Level of Perceived Counselling Conditions and Locus of Control as the Independent Variable

Source of Variation	df	MS	F
Counselling Conditions	1	0.0239	0.0033
Locus of Control	1	3.9232	0.5411
Interaction	1	7.9724	1.1011
Error	43	7.241	

squares solution was used.

It had been hypothesized that there would be differences between the high and low groups in counselling conditions. The research hypothesis was not supported.

It was also surprising to find no significant differences between groups that differed originally in their level of locus of control.

As expected there was no significant interaction. The results will be discussed in the next section.

3. Discussion of Results

The purpose of the study was to determine whether there is a difference in the degree of change between the group of clients who perceive their counsellors high in counselling conditions and the group of clients who perceive their counsellors low in counselling conditions. The results indicate that there is no significant difference between the high group and the low group.

A number of possible reasons may be suggested to explain this result.

One possible explanation may be the orientation and preparation of school counsellors as compared, for instance, with the orientation of clinical counsellors. Perhaps school counsellors are less suited to the task of personal adjustment counselling. Although Rogers states that the

effect of therapy is a result of the quality of the relationship and that the counsellor's orientation is not of primary importance, perhaps it does have some effect.

Another possible explanation may be the degree of incongruence of the school counselling client. It is worthy of note, however, that this sample of personal adjustment counselling clients were several points more external in locus of control than the sample of educational and vocational counselling clients. Since Rogers states that incongruence is a precondition of therapy it seems that this is an important consideration. It would appear that the degree of incongruence of the clients, for instance, in a clinical setting could be greater and that therefore, the results may be different.

A further explanation for the results may be the lack of a well defined operational definition of congruence and incongruence.

The spread in Relationship Inventory scores may have had some effect on the results. It will be recalled that those subjects who were classified as perceiving counselling conditions as low had positive scores as high as 70 with the lowest score of -76 and a group average of 31. The highest score was 161 and the average for the high group was 116. Although the scores appear to be sufficiently spread, an even greater variation may bring different results.

It is possible, though highly unlikely, that the instruments do not measure the constructs of counselling conditions and locus of control as accurately as assumed.

Rogers postulates that the client perception of the counselling conditions is all that is important to client change. However, it may be that the presence of the conditions is significant without them being perceived. If this is possible, then the high and low groups in the design would not discriminate between the high and low effects of the counselling conditions. In this case the resulting changes in locus of control would not be as predicted in this study.

Another explanation for the results of this study is that this is an occurrence of beta error. That is, because of the small sample sizes, the large error variance or chance occurrences, significant results were not found.

Furthermore, it is possible that the locus of control change is not an immediate change. Perhaps a delayed post-test would more accurately measure the client change. Thus it may be that there is a time lag between the perception of the counselling conditions and change in locus of control. If this is the case then the recorded change scores in this study did not accurately reflect the effect of the perception of the counselling conditions.

Perhaps if client change had been monitored over smaller segments of time, the results of this study would have been different. The measurement of moment to moment interactions introduces some additional methodological problems, but may be pointing in a meaningful direction.

It is of interest that all groups changed in the direction of internal control. Although no conclusions can be drawn it is worth noting that there was little difference in the extent of this change even though some counsellors were perceived high and others low in counselling conditions.

4. Recommendations for Further Research

The exact nature of client change is one which needs further research. If client change is not immediate then the change should be observed through additional testing following therapy.

A replication of this study in a similar setting would add useful information in that it would either support or fail to support the results of this study.

A replication of this study in a clinical setting would be a further recommendation. The reasons are the following: (1) clinical therapists have an orientation which may be more suited to personal adjustment counselling, (2) clients in a clinical setting may give evidence of a greater level of incongruence, and (3) clients in a clinical

setting may have a greater variation in perception of counselling conditions.

Further research on the presence of the counselling conditions as perceived by the counsellor may suggest some relationship between the objective presence of the counselling conditions and client change. Perhaps the combined measure of the perceptions of the conditions of the client and counsellor is the better predictor of client personality change.

Further study might include a more clearly defined method of identifying clients as personal adjustment clients. The definition might include some reference to the extent to which the client perceives events in his life ordered by himself or ordered by forces outside of himself. This definition, which seems consistent with Rogers' description of congruence, would more clearly establish which clients will be influenced by the counselling conditions.

Other suggestions for further research would include a longer experimental period with more counsellors, more clients and more counselling sessions.

5. Limitations

Due to the quasi-experimental nature of this study there are some factors which were not controlled. Although attempts were made to determine whether the subjects were counselled by other counsellors in the school, it is not known what effect the help of parents, siblings, priests and others may have on the clients. If the personal adjustment counselling clients were effectively counselled outside of the school, then perhaps the internal-external change score would not be as directly influenced by the Relationship Inventory score.

SUMMARY AND CONCLUSIONS

Rogers indicated that certain of the necessary and sufficient conditions for personality change are congruence, unconditional positive regard and empathy. For personality change to occur he postulated that clients must perceive the counselling conditions in a therapeutic relationship.

Julian Rotter, in his theory, contends that an individual's belief in locus of control is an important variable in the study of personality.

Rogers in his theory, indicates that an individual who has experienced positive personality change tends to be internal in his locus of control; the immature personality however, tends to be external in his locus of control. He contends that clients must perceive their counsellors as having the conditions of congruence, unconditional positive regard and empathy prior to positive personality change taking place.

It was therefore hypothesized that there would be differences in the locus of control change score between the group of clients who perceive their counsellors as possessing these necessary conditions and the group of clients who perceive their counsellors as not possessing these necessary counselling conditions.

Subjects for the study were self referred clients who sought help from school counsellors who volunteered to participate in the study. The Barrett-Lennard Relationship Inventory was utilized to determine the clients' perceptions of the counselling conditions. Differences between the Social Reaction Inventory pre-test and post-test scores were used to measure change in locus of control over the twelve week experimental period.

The hypothesis was not supported. Various explanations for the results are suggested. A number of recommendations for further study are given.

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This is a concise scientific statement regarding his client-centered theory of that day.

-----, "The Process Equation of Psychotherapy", in American Journal of Psychotherapy, Vol. 15, No. 1, 1961, p. 27-45.

The author defines the process side of the conditions-process equation. It describes the therapeutic process which is set in motion when a client experiences the counselling conditions.

Rogers, Carl R., Editor, The Therapeutic Relationship and Its Impact, A Study of Psychotherapy with Schizophrenics, Connecticut, Greenwood Press, 1967, xix-625 p.

Rogers had come to believe that the same kind of therapy or relationship would be effective for every sort of human being no matter what his diagnostic label. This book describes a study which Rogers hoped would enlarge his clinical and research horizons to include the whole spectrum of individuals as they find ways of coping with and avoiding life--from the chronically hospitalized psychotic person, to the well functioning normal person.

Rotter, Julian B., Social Learning and Clinical Psychology, New Jersey, Prentice-Hall, 1954, xvi-466 p.

This is Rotter's first attempt at expressing his social learning theory in a formal manner. He also describes the relationship of his social learning theory to other personality theories.

-----, "Generalized Expectancies for Internal Versus External Control of Reinforcement", in Psychological Monographs, Vol. 80, No. 1, 1966, 28 p.

This report summarizes several experiments which define group differences in behavior when subjects perceive reinforcements as contingent on their behavior versus chance, fate or powerful others. The report also describes the development of the I-E Scale (The Social Relationship Inventory) along with reliability and validity data.

Rotter, Julian B., June E. Chance and E. Jerry Phares, Applications of a Social Learning Theory of Personality, New York, Holt, Rinehart and Winston, 1972, xiii-624 p.

In this work Rotter restates his theory of 1954 in a more concise fashion. Rotter and his colleagues in this volume have collected many works which have applied the principles of social learning theory. Of special interest to this study are the descriptions of studies which have applied the principles of social learning theory to psychotherapy.

Throop, Warren F. and A. P. MacDonald, Jr., "Internal-External Locus of Control: A Bibliography", in Psychological Reports, Vol. 28, 1971, p. 175-190.

This is a concise bibliography of the studies on internal-external locus of control.

van der Veen, Ferdinand, "Basic Elements in the Process of Psychotherapy: A Research Study", Journal of Consulting Psychology, Vol. 31, No. 3, 1967, p. 295-303.

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This article describes the development of a scale to measure the process changes of personality.

APPENDIX A

INSTRUCTIONS FOR COUNSELLORS

Dear Counsellors,

Thankyou sincerely for volunteering to participate in this study. Your participation is greatly appreciated.

The following instructions are meant to give you an overview as to your specific role in the study. You are asked to read the instructions carefully, as you can no doubt appreciate the need for clarity prior to beginning.

Pre-Study Information

The object of the study is to investigate counselling theory. All counsellors participating in the study are volunteers. The students taking part in the study are those who have requested individual counselling from participating counsellors.

You are asked to please select the students in the following manner. During the week beginning January 26th, 1976, all students who request individual counselling from you will become potential candidates for the study. These students, when coming for counselling on the first visit, will be asked by the counsellors to complete Test I. You are asked to kindly inform the student that the Test will aid the counsellors in their work and that the results of their participation will be kept confidential. Upon completing the Test the students are asked to return the sealed envelope to you. You are asked to then counsel the student in the usual manner.

You are asked to kindly refrain from reading the Tests before or after administration so as to insure the confidentiality of the results. The instructions for the administration of all Tests are attached. Test I will be given to you now and Tests II and III will follow in April.

During-Study Information

Following the first counselling session with each student, you are asked to complete the Student Information Form (Student Log). Please classify each student in one of the three following categories.

(1) Educational Counselling Client - Clients whose primary concern is planning their course options leading to graduation and/or admission to post high school settings are defined as Educational Counselling Clients. These clients' concerns are met with educational information.

(2) Vocational Counselling Client - Clients whose primary concern is that of planning their future career are defined as Vocational Counselling Clients. These clients' concerns are met with vocational information.

(3) Personal Adjustment Counselling Client - Clients whose primary concern is a personal difficulty of intra-personal or inter-personal nature are defined as Personal Adjustment Counselling Clients. That is to say that the concern of the individual is within himself or between himself and another individual or individuals. These Personal Adjustment Counselling Clients' concerns are not met with information giving alone.

You may consider your sample complete when you have classified a total of eight (8) students; five (5) within the category of Personal Adjustment Counselling Clients and three (3) in any combination of Educational/Vocational category. That is to say, that the first five classified in the Personal Adjustment category and the first three classified in the Educational/Vocational category, become the sample for the study. If this number cannot be reached during the first week please continue the search during the second.

Would you kindly complete the Counselling Information Form which asks for the following information: (1) the date of each counselling session, (2) a brief description of the shared concern, (3) a description of any decision that may have been made and (4) whether a follow-up appointment was made.

You are also asked to complete, following the first session, The Code Form, which makes it possible to identify each student, during and following the twelve week period.

Post-Study Information

During the week beginning April 12, 1976, you are asked to administer Test II and Test III. The total administration time, for the two tests, is about thirty minutes. These tests are, once more, to be administered individually. All of the students who were given Test I and

were included in the study are kindly asked to complete Tests II and III. You are asked to please make certain that the student code on Tests II and III is identical to the code on Test I.

I will keep in contact with you for the duration of the experiment. If there are any questions please call or write.

Thankyou once again.

Daniel Klassen
Faculty of Education
Lakehead University

APPENDIX B

TEST I

STUDENT CODE _____
AGE _____ MALE _____ FEMALE _____
DATE _____

I N S T R U C T I O N S

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure you select the one you actually believe to be more true, rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Print any information requested by examiner above, then finish reading these instructions.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Circle the letter a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER: Select the alternative which you personally believe to be more true.

I more strongly believe that:

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
 - b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
 - b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
 - b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
 - b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. a. There are certain people who are just no good.
 - b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
 - b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
 - b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - b. There really is no such thing as "luck".
19. a. One should always be willing to admit mistakes.
 - b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
 - b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
 - b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
 - b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
 - b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
- b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
- b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
- b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX C

INSTRUCTIONS FOR ADMINISTRATION OF TEST I

Note: Please read the following to the student: "All students requesting counselling during this week are asked to complete this questionnaire. The results of this study will help counsellors in their work. In twelve weeks time you will be asked to complete another questionnaire. All results will be kept confidential".

Following is a copy of the cover page of the Student's Test I. Please read the cover page with the student and request the student to complete the information on the cover page. Also kindly advise the student to complete each test item.

TEST I

STUDENT CODE _____

AGE ____ MALE ____ FEMALE ____

DATE _____

I N S T R U C T I O N S

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure you select the one you actually believe to be more true, rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Print any information requested by examiner above, then finish reading these instructions.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Circle the letter a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER: Select the alternative which you personally believe to be more true.

INSTRUCTIONS FOR ADMINISTRATION OF TEST II

Note: The following is a copy of the cover page of the student's Test II. Please read the cover page with the student, and request the student to complete the information on the cover page. Please advise the student to complete each test item.

TEST II

STUDENT CODE _____

AGE _____ MALE _____ FEMALE _____

DATE _____

I N S T R U C T I O N S

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure you select the one you actually believe to be more true, rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Print any information requested by examiner above, then finish reading these directions.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Circle the letter a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER: Select that alternative which you personally believe to be more true.

INSTRUCTIONS FOR ADMINISTRATION OF TEST III

Note: The following is a copy of the cover page of the student's Test III. Please read the cover page with the student, and request the student to complete the information on the cover page. Please advise the student to complete each test item.

TEST III

STUDENT CODE _____

AGE ____ MALE ____ FEMALE ____

DATE _____

I N S T R U C T I O N S

Please provide the information above, then read the following.

Following are listed ways that a person may feel or behave toward another person. Please consider each statement with respect to whether you think it is true or not true in your present relationship with your counsellor.

Mark your response to each statement according to how strongly you feel it is true or not true. Write +3, +2, +1, or -3, -2, -1, to stand for the following:

- | | |
|---|--|
| +3: Yes, I strongly feel that it is true. | -1: No, I feel that it is probably untrue. |
| +2: Yes, I feel that it is true. | -2: No, I feel it is not true. |
| +1: Yes, I feel that it is probably true, or more true than untrue. | -3: No, I strongly feel that it is not true. |

PLEASE MARK EVERY ITEM

APPENDIX D

CODE FORM

	Student Code	Student Name
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____

APPENDIX E

TEST II

STUDENT CODE _____

AGE _____ MALE _____ FEMALE _____

DATE _____

I N S T R U C T I O N S

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure you select the one you actually believe to be more true, rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Print any information requested by examiner above, then finish reading these instructions.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Circle the letter a or b, whichever you choose as the statement most true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER: Select the alternative which you personally believe to be more true.

I more strongly believe that:

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
 - b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
 - b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
 - b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
 - b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. a. There are certain people who are just no good.
 - b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
 - b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
 - b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - b. There really is no such thing as "luck".
19. a. One should always be willing to admit mistakes.
 - b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
 - b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
 - b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
 - b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
 - b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
- b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
- b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
- b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX F

TEST III

STUDENT CODE _____

AGE _____ MALE _____ FEMALE _____

DATE _____

I N S T R U C T I O N S

Please provide the information above, then read the following.

Below are listed a variety of ways that one person may feel or behave in relation to another person.

Please consider each statement with respect to whether you think it is true or not true in your present relationship with your counsellor.

Mark each statement in the left margin, according to how strongly you feel it is true, or not true, in this relationship. Please mark every one. Write +3, +2, +1 or -3, -2, -1 to stand for the following:

- | | |
|---|--|
| +3: Yes, I strongly feel that it is true. | -1: No, I feel that it is probably untrue. |
| +2: Yes, I feel that it is true. | -2: No, I feel it is not true. |
| +1: Yes, I feel that it is probably true, or more true than untrue. | -3: No, I strongly feel that it is not true. |

- _____ 1. He respects me as a person.
- _____ 2. He wants to understand how I see things.
- _____ 3. His interest in me depends on the things I say or do.
- _____ 4. He is comfortable and at ease in our relationship.
- _____ 5. He feels a true liking for me.
- _____ 6. He may understand my words but he does not see the way I feel.
- _____ 7. Whether I am feeling happy or unhappy with myself makes no real difference to the way he feels about me.
- _____ 8. I feel that he puts on a role or front with me.
- _____ 9. He is impatient with me.
- _____ 10. He nearly always knows exactly what I mean.
- _____ 11. Depending on my behavior, he has a better opinion of me sometimes than he has at other times.
- _____ 12. I feel that he is real and genuine with me.
- _____ 13. I feel appreciated by him.
- _____ 14. He looks at what I do from his own point of view.
- _____ 15. His feeling toward me doesn't depend on how I feel toward him.
- _____ 16. It makes him uneasy when I ask or talk about certain things.
- _____ 17. He is indifferent to me.
- _____ 18. He usually senses or realises what I am feeling.
- _____ 19. He wants me to be a particular kind of person.
- _____ 20. I nearly always feel that what he says expresses exactly what he is feeling and thinking as he says it.

- _____21. He finds me rather dull and uninteresting.
- _____22. His own attitudes toward some of the things I do or say prevent him from understanding me.
- _____23. I can (or could) be openly critical or appreciative of him without really making him feel any differently about me.
- _____24. He wants me to think that he likes me or understands me more than he really does.
- _____25. He cares for me.
- _____26. Sometimes he thinks that I feel a certain way, because that's the way he feels.
- _____27. He likes certain things about me, and there are other things he does not like.
- _____28. He does not avoid anything that is important for our relationship.
- _____29. I feel that he disapproves of me.
- _____30. He realises what I mean even when I have difficulty in saying it.
- _____31. His attitude toward me stays the same: he is not pleased with me sometimes and critical or disappointed at other times.
- _____32. Sometimes he is not at all comfortable but we go on, outwardly ignoring it.
- _____33. He just tolerates me.
- _____34. He usually understands the whole of what I mean.
- _____35. If I show that I am angry with him he becomes hurt or angry with me, too.
- _____36. He expresses his true impressions and feelings with me.
- _____37. He is friendly and warm with me.
- _____38. He just takes no notice of some things that I think or feel.

- _____39. How much he likes or dislikes me is not altered by anything that I tell him about myself.
- _____40. At times I sense that he is not aware of what he is really feeling with me.
- _____41. I feel that he really values me.
- _____42. He appreciates exactly how the things I experience feel to me.
- _____43. He approves of some things I do, and plainly disapproves of others.
- _____44. He is willing to express whatever is actually in his mind with me, including any feelings about himself or about me.
- _____45. He doesn't like me for myself.
- _____46. At times he thinks that I feel a lot more strongly about a particular thing than I really do.
- _____47. Whether I am in good spirits or feeling upset does not make him feel any more or less appreciative of me.
- _____48. He is openly himself in our relationship.
- _____49. I seem to irritate and bother him.
- _____50. He does not realise how sensitive I am about some of the things we discuss.
- _____51. Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to his feeling toward me.
- _____52. There are times when I feel that his outward response to me is quite different from the way he feels underneath.
- _____53. At times he feels contempt for me.
- _____54. He understands me.
- _____55. Sometimes I am more worthwhile in his eyes than I am at other times.

- _____ 56. I have not felt that he tries to hide anything from himself that he feels with me.
- _____ 57. He is truly interested in me.
- _____ 58. His response to me is usually so fixed and automatic that I don't really get through to him.
- _____ 59. I don't think that anything I say or do really changes the way he feels toward me.
- _____ 60. What h. says to me often gives a wrong impression of his whole thought or feeling at the time.
- _____ 61. He feels deep affection for me.
- _____ 62. When I am hurt or upset he can recognise my feelings exactly, without becoming upset himself.
- _____ 63. What other people think of me does (or would, if he knew) affect the way he feels toward me.
- _____ 64. I believe that he has feelings he does not tell me about that are causing difficulty in our relationship.

APPENDIX G

STUDENT INFORMATION FORM

Note: Kindly complete an Information Form for each student.
Numbers 6, 7 and 8 are to be answered after the student
has completed Tests II and III.

1. Counsellor Code _____
2. Student Code _____ Grade ____ Sex ____ Age ____
3. Has the student been counselled in the past?
Yes ____ No ____ If yes, to what extent or how many times?

4. Date on which student completed Test I _____
5. Student classified as: (check one)
 - (a) Personal Adjustment Counselling Client ()
 - (b) Educational Counselling Client ()
 - (c) Vocational Counselling Client ()
6. Date on which student completed Tests II and III _____
7. Has the student been counselled by any other counsellor
since the administration of Test I? Yes ____ No ____
If yes, how many times? _____
8. Has the counsellor seen the student regarding his personal
concerns under less formal circumstances (that is outside
the counselling office) since the administration of Test I?
Yes ____ No ____ If yes, how many times? _____

APPENDIX H

COUNSELLING INFORMATION FORM

Kindly complete a Counselling Information Form for each counselling session. A definition of a counselling session is found below. Enter the date of each session and a brief description of the student's concern. Briefly give both the student's stated reason for requesting counselling and also any other concern that may have been expressed during the counselling session.

You are also asked to describe the counselling outcome. The question is whether it appears to you that the student's concern seems resolved.

Kindly record whether a follow-up appointment was made.

Definition: A counselling session is defined as a meeting, between a student and a counsellor, during which the counsellor responds to the concerns of the student.

Date _____

What did we talk about?

What did we decide?

Will we see one another again?

Date _____

What did we talk about?

What did we decide?

Will we see one another again?

Date _____

What did we talk about?

What did we decide?

Will we see one another again?

Date _____

What did we talk about?

What did we decide?

Will we see one another again?

Date _____

What did we talk about?

What did we decide?

Will we see one another again?

APPENDIX I

RAW DATA OF PERSONAL ADJUSTMENT COUNSELLING CLIENTS

Subject	Number of Counselling Sessions	Locus of Control Pre-Test Score	Locus of Control Change Score	Relationship Inventory Total Score
1	2	5	1	87
2	3	9	0	24
3	3	10	-4	28
4	4	9	1	127
5	2	8	4	49
6	2	14	8	69
7	5	13	4	75
8	7	11	-2	100
9	6	9	-2	85
10	3	13	1	-76
11	2	13	0	38
12	2	6	0	92
13	8	12	4	79
14	5	9	-4	21
15	6	12	1	37
16	5	8	2	58
17	4	14	-4	149
18	5	15	0	62
19	3	9	-2	-10
20	6	4	1	72
21	7	12	-5	82
22	5	5	0	161
23	5	10	2	94
24	4	13	3	108
25	4	7	4	138
26	2	8	0	22
27	3	17	-1	-2
28	1	3	-3	137
29	3	12	-1	114
30	2	16	3	115
31	1	14	-4	101
32	1	10	3	114
33	1	4	0	34
34	5	9	1	121
35	5	13	1	156
36	4	17	4	-13

Subject	Number of Counselling Sessions	Locus of Control Pre-Test Score	Locus of Control Change Score	Relationship Inventory Total Score
37	5	11	6	134
38	8	10	5	83
39	10	9	-3	13
40	3	4	1	122
41	4	7	-2	97
42	5	3	-1	161
43	3	7	0	94
44	8	9	-2	113
45	6	10	6	62
46	1	9	-8	56
47	2	7	-1	132
48	2	9	1	9
49	2	8	0	70
50	2	9	1	20
51	2	8	0	44
52	2	13	0	119
53	8	12	0	15
54	8	12	4	61
55	10	10	2	100
56	6	12	3	17
57	7	7	4	109
58	3	8	3	60
59	4	13	1	115
60	11	13	1	43
61	11	8	2	101
62	7	9	5	62
63	3	13	4	111
64	4	14	-1	12
65	6	12	3	103
66	5	15	3	89
67	5	17	7	32
68	4	13	3	24
69	7	8	2	74
70	6	11	2	94
71	6	3	1	98
72	5	5	2	121
73	9	8	3	159

ABSTRACT OF

An Empirical Investigation of the Rogerian Counselling
Conditions and Locus of Control¹

Carl Rogers postulated that certain necessary and sufficient conditions for personality change are congruence, unconditional positive regard and empathy. He predicted that personality change would occur in clients who perceive the counselling conditions in a therapeutic relationship.

Julian Rotter, in his theory, contends that an individual's belief in locus of control is an important variable in the study of personality.

Rogers indicates that the individual with a healthy personality would tend to be internal in his locus of control, while the individual without a healthy personality tends to be external in his locus of control. He asserts that clients must perceive the congruence, unconditional positive regard and empathy of the counsellor prior to positive personality change taking place. It was therefore hypothesized that there would be a difference in the locus of control change scores of the group of clients who perceive their counsellors as possessing counselling conditions and the group of clients

¹ Daniel Klassen, doctoral thesis submitted to the School of Graduate Studies of the University of Ottawa, Ottawa, Ontario, 1979, x-107 p.

who perceive their counsellors as not possessing the counselling conditions.

Subjects for the study were self referred clients who sought personal adjustment counselling from school counsellors who volunteered to participate in the study. The Barrett-Lennard Relationship Inventory (Form OS-M-64) was used to determine the client's perception of the counselling conditions. The difference between the Social Reaction Inventory pre-test and post-test scores was used to indicate changes in locus of control over the twelve week experimental period.

The hypothesis was not supported.

Various explanations for the results are suggested. Recommendations for further study include replication of the study in a clinical setting and a study over a longer counselling period with greater numbers of counsellors and clients.